

## MODULE

## 7

# Public Speaking

*"The ability to effectively communicate your ideas is an indispensable skill in the art of leadership" - Benjamin Tennyson*

## Agenda

1. Importance
  - a. Introduction (10–15 min)
  - b. Why Public Speaking? (1 min)
2. Drills
  - a. Hot Takes (22 min)
  - b. Random Generator (22 min)

## Student Objectives:

1. Students will understand the importance of public speaking within the realm of leadership
2. Students will improve their public speaking skills through public speaking drills

## Facilitation Notes

- If your class is difficult to get going on a specific drill, you can always perform an example for them. We've done a decent amount of speaking training throughout the summer and, so we should all be equipped to, for example, do a quick passion pitch to show the students.
- Make sure to be a cheerleader of sorts when a student is nervous to speak or stumbles during a drill, and encourage the other students to do the same. This has such a profound effect on someone's confidence and overall performance.
- It is HIGHLY RECOMMENDED that you make sure students haven't created a script of some sort. If they reference something, it should only be a few brief talking points.
- Something that is up to the facilitator is to have students stand while they speak. The benefit of this is that it unmasks possible fidgeting or swaying of their body when speaking
- If you're having trouble hyping up your classroom, we suggest playing music before each pitch that "motivates" them
  - <https://www.youtube.com/watch?v=fCebJodmOLY>

- <https://www.youtube.com/watch?v=ElFDlShmOng>

## Introduction (10-15 min)

- Primary Question
  - What is something many good leaders have in common?
    - Hopefully the answer comes to public speaking/communication. If not, guide students to it or say it outright.
- Dwight Shrute's Mussolini Speech
  - <https://www.youtube.com/watch?v=LYyZqlyDEL4>
  - How did Dwight's speech develop as time went on? What effect did it ultimately have on the audience's perception of him?
  - What were his strengths/weaknesses?
- Expectations
  - Students should not be judgemental
  - Encourage students to be cheerleaders (boosts confidence)
  - The more effort you put in, the more benefits you'll get

## Why Public Speaking in LEAD? (1 min)

### Because...

Although there are many other important aspects and traits of leadership at large, many of them take years (or decades) to develop. However, public speaking is universal among all leaders, can be picked up quickly, and it's something that we are relatively qualified to facilitate.

## Drills (40 min)

### Purpose:

Students will learn to give an argument on their feet.

### Materials:

Vocal cords

### Directions:

- **Activity One: Hot Takes**
  - A Hot Take is similar to a passion pitch – a minute-long speech about literally anything that a given person wants to try to argue. However, it is more beneficial to make the topic random because it becomes more important to make the speech sound good, not necessarily know about the topic.
  - One or both facilitator(s) will give an example Hot Take. The example must be good or else students will think this isn't a valuable activity.
  - After each student finishes their pitch, facilitators will give brief feedback about what they can work on/things to look out for. Then open the feedback up to the rest of the class.
- **Reflection**

- Ask class, What were some common things you noticed that were both good and bad about the way some students presented their ideas?
- How did speaking style differ between presenters? How did it affect your perception of them?
- How can we fix them/continue doing the good things or make them better?
- **Activity Two: Randomized Hot Takes**
  - Have the students create 10-15 random topics which they would want to make an argument about
    - Put these different topics into a random wheel and have students spin it for their topic
    - Make sure the topics are well known by most students
  - Call on different student volunteers to give their speech on the topic that was given to them
  - This speech should be around 90 seconds long (120 if there is extra time)
- **Reflection**
  - Ask class, What were some common things you noticed that were both good and bad about the way some students presented their ideas?
  - How did speaking style differ between presenters? How did it affect your perception of them?
  - How did you craft your speech given the randomness of the topics?
  - How did you adjust your speaking style to accommodate for the topic?